



新世纪师范英语系列教材

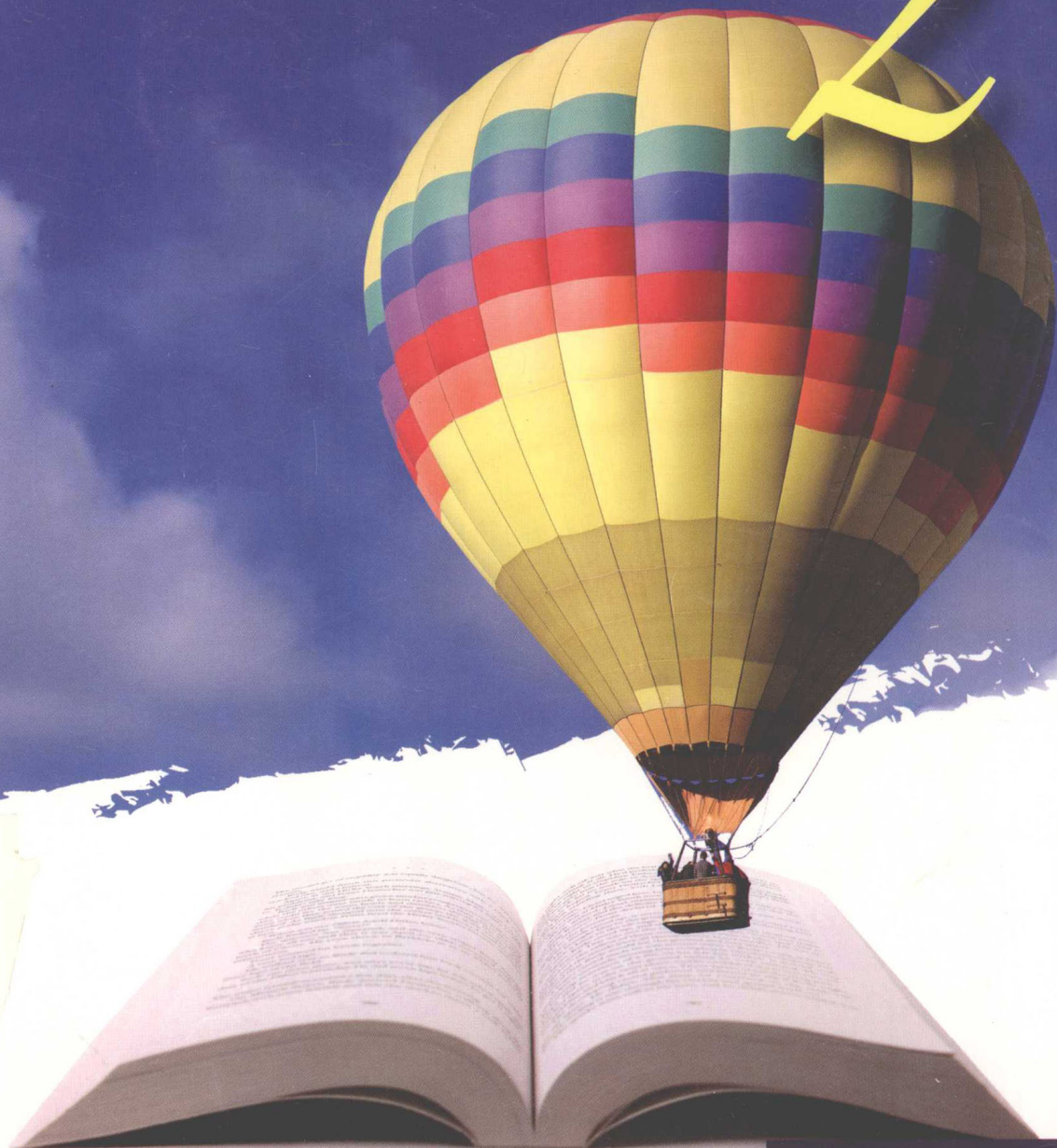
总主编 程晓堂

读写教程

From Reading to Writing

主编 姚君伟 武月明

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读写教程

From Reading to Writing

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总 序

2009年7月,在上海召开了一次“师范院校英语专业教学和发展圆桌会议”。参加本次会议的有来自全国18所师范院校的22位外语学院院长、系主任和出版界的代表。本次会议全面、深入地讨论了当前形势下师范院校英语专业的学科定位、人才培养目标、课程设置、教学内容与方法、教材建设、师资队伍、学生就业等方面的问题,并且在很多重要方面达成了共识,为今后师范院校英语专业的建设与发展提供了重要的参考意见。

师范教育关系到国家未来的人才培养,具有深远意义。与其他专业的师范教育相比,英语专业的师范教育责任更大,负担更重。英语专业的师范生不仅需要学好英语,还需要学习如何教英语。所以,师范英语专业应该是英语学科+教学能力的培养,既不能局限于语言的学习,也不应局限于教学技能的培养。

在中国语境下,各级各类的教育都非常重视教材的作用,师范教育也不例外。可以说,教材的编写质量和水平直接关系到教师的教学和学生的学习,直接关系到人才培养的质量和规格。

由于师范教育的特殊性,供师范生使用的教材也应该具有特殊性。但是,目前大多数师范院校仍使用综合性大学的教材,突出不了其师范教育的专业性。所谓师范特色,主要是指教材在培养学生语言能力的同时,还应合理渗透教师教育的相关内容。说得具体一点,师范生的英语教材不仅要使学生学好英语,还要使他们直接或间接地从教材中体会、感受到教英语和学英语的过程与方法。比如,语法教材以及综合教材中的语法部分,可以适当地渗透“如何教语法”或“如何学语法”的内容。当然,师范专业的教材本身也应体现新的教学理念。同时,师范教育的教材还应加强人文教育,提高师范生基本人文素养。

根据2009年圆桌会议的建议,上海外语教育出版社决定邀请国内部分师范大学的专家编写一套符合新时期师范院校英语专业教学需要的系列教材。此决定得到了北京师范大学、南京师范大学、华南师范大学等师范院校的积极响应。该套教材除了包括基础阶段主要课程的教材(如综合教程、读写教程和视听教程)以外,还包括一些专业课程教材。

我们希望更多的师范院校加入本套教材的编写、试用、研究和推广,并以此为契机,结合课堂教学实际情况,共同探讨师范院校的人才培养目的、教育教学的内容与方法以及师范院校英语专业的建设与发展。

程晓堂
2013年3月
于北京师范大学

编者的话

《新世纪师范英语系列教材·读写教程》共四册，供师范类英语专业本科一至四年级学生及水平相当的英语学习者使用。

1. 引言

师范类的英语教育，顾名思义，就是要为中小学，乃至大中专院校培养合格的英语师资。当英语专业的学生步入大学英语课堂时，已经具备了相当的英语水平，他们的学习需求显然不仅仅停留在语言知识和技能的传授层面上，援引《高等学校英语专业英语教学大纲》（2000）的描述，是要通过“了解英语国家的历史、地理、社会、经济、政治、教育等方面的情况及其文化传统，提高对文化差异的敏感性、宽容性和处理文化差异的灵活性，培养跨文化交际能力”。可以说，高校英语教学始终面临着一个重大挑战，就是如何化语言技能为认知手段，以帮助学生提高认识自我和周围世界的能力，并有效、准确地表达这种感悟和认识，这在师范类高校中表现得尤为突出。

具体到英语阅读和写作教学，从技术上解决言语意义上的传达与交流当然是首要任务，但仅仅做到这一点还远远不够。英语读写的教学活动始终是教与学的双向认知过程，贯穿其中的是师生双方认知体系的提升、思维方式的拓展、价值观念的重塑和人格结构的优化。因此，英语教师有必要、有责任从更为宏观的文化视角，将英语读写教学同不断变化的社会语境紧密地结合起来，以编写出符合大学生实际需求的实用教材。

2. 理论依据

近年来，受到认知科学发展的影响，学界对英语读写的教学实践进行了深刻的反思与探索，指出读写活动有过程，也有结果，同时受社会语境的影响，也影响着社会语境，其行为的本质是一种文化活动，一个解决问题的途径，一个实现认知的过程。正是基于这样的体认，一种多学科视角观照下的社会认知教学理论应运而生，意在超越既定的研究范式 and 教学模式，将认知、语境、语言有力地结合起来，将读写教学、读写能力的培养和社会语境有机地交织在一起，通过强化读写过程的社会性，引导学生融入具体、现实和开放的语境，进而实现教学实践领域的新突破。

在社会认知教学理论的视野中，认知的发展变化过程与阅读/写作过程具有内在的一致性，每一篇文章都是在具体的社会和修辞环境中形成的，受到社会和文化因素的影响，因此，写作者、文本、语境三要素在读写过程中相互依存、互为条件。

社会认知教学理论将读写过程视作社会认知过程的思路，推动读写教学的研究发生了认知学的转向，引导研究者和教学者将目光更多地投向了来自社会文化、大众传媒、学习动机、学

习策略、人格特点等非智力因素对阅读与写作行为的影响,这个过程中的社会语境因素得到了前所未有的重视。阅读与写作过程不再仅仅是学习者的个体行为,更是一种群体内的交际活动,一种为了个体生存发展和社会需要而书写的认知行为,这种教学活动的目标始终是建构新的认知体系。可以说,社会认知教学理论为师范英语的读写教学提供了新的思路和方法。

3. 编写思路

认知科学视野中的阅读与写作是一个个体认知过程,同时也是一种群体文化活动,始终离不开语言修辞和文化两方面的影响。因此,社会认知教学理论强调的是写作者、文本、语境三要素在教学过程中的互为条件性,通过经典范文以及各种体裁与题材的篇章模式呈现出来,从而将教学活动聚合成一个包含阅读、交流、阐释、讨论、写作、批评、反馈等多个环节的认知过程。

《读写教程》强调社会语境在微观教学活动中的适用性,重在从语言修辞角度剖析英语的阅读与写作技能,多层次、多角度地编排语言素材,有机地穿插在传授知识的环节中,旨在帮助学生理解和领悟言语中蕴含的文化意义。《读写教程》所采用的阅读例文既有历史的视角,也有现实的视角,既有普通人的个人自述,又有学者的宏大论述,涉及的内容从历史、文化、地理,到生态、人生等,同大学生世界观和人生观的形塑息息相关。

《读写教程》有别于以往英语写作教材的一大特点是亮化且量化了阅读在社会语境与写作之间所扮演的桥梁角色。通过阅读环节,学生不仅可以积累词汇、拓宽视野、提高思维能力等,更是在接受“润物细无声”的写作文化熏陶,通过作者/读者之间的潜在对话方式,通过作者—读者—写作者之间的角色转换,帮助写作者不断更新现有的认知体系,从而最终完成新文本的建构。

无论是选择阅读和写作的示范语料,抑或是呈现和讲解语言知识,《读写教程》始终秉承使用真实语言的编写原则。在教材编写中,语言的“真实性”是指语言素材必须与现实中使用的语言基本一致,即教材涉及的语言现象应该是真实、自然的语言,而不是假想的语言或编造的语言。具体地说,我们无论是选择示范语篇,还是设计教学环节,都尽量选用真实、自然的语料,使学生尽可能在真实的语言实践中提高英语逻辑思维能力。

4. 特色

《读写教程》以“英语的教与学”为中心,以点带面,点面结合,高举“师范”与“读写”两面旗帜,积极探索师范类英语写作教学改革的新思路、新方向。

“师范”特色

学高为师,一名真正的优秀教师,应该具备既专又博的学识功底。21世纪是一个知识爆炸的时代,知识更新的速度越来越快。作为教师,不仅要具备传授知识的能力,更要具备培养学生获取知识、运用知识的能力,乃至具备知识的再造能力,恰如古语所云:“授人以鱼”不如“授人以渔”。

这正是当前师范教育所面临的真正挑战,具体联系到英语教学,我们认为应该从教与学两个方面着手,除了传授英语专业知识和关注英语技能培养外,还要致力于教学行为主体的文化心理建构及其素质的优化,将人文素质教育贯穿于师范英语专业教学的全过程。本教程的“师

范”特色具体呈现为:

- 选取涉及教育话题的阅读材料,潜移默化地引导、培养师范生认识并认同全球化语境下教师身份的变迁和功能的演变,这种选材取向是我们的首创;
- 在第三册中,编写了指导学生如何写教案的章节,具体以小学、初中、高中、大学的主流英语课本为实例,这也是我们的首创;
- 编排了 Writing for Improvement 栏目,直接手把手地指导学生如何批阅作业,这种形式同样是我们的首创。

“读写”特色

《读写教程》的另一大特色是将阅读与写作紧密结合在一起。阅读与写作是相辅相成的认知活动,阅读是前写作阶段,是写作动能的蓄积过程,而写作则是后阅读阶段,是阅读成果的终极体现。先行的阅读环节,能有效地激发学生的想象,有效地把目标语文化的细节展现给学生,引导他们把所学的目标语文化图式与自身固有的文化图式进行对照,进而透过语言的表面形式领悟其中蕴涵的文化符号意义。

在英语教学中以读促写,读写并进的理念其实已经是学界的共识,类似的教材近年来也有。所以对于我们而言,如何更好地借鉴前人的经验,如何更好地完善现有教材的不足,如何更好地使阅读与写作有机地相结合,是最核心的编写考量。本教程的“读写”特色具体呈现为:

- 紧扣写作和阅读部分的内在衔接,无论是选材,还是篇章结构,都力求前后呼应,相互佐证,阅读范文往往就是一篇能很好展示写作教学要点的例文,有助于学生把握写作和阅读之间的内在贯通;
- 提升 Critical Thinking and Discussion 分量,以问题来活跃学生的思维,培养具有发散性特征的逻辑能力,也为更好地完成写作任务提供语块来源;
- 编排 Suggested Reading 栏目,其中既有具体的导读意见,也有相关联的推荐延伸阅读,有利于拓展和引导学生的课外阅读。

由于时间仓促和编者水平有限,本教程的实际成书与编者的愿望和设想之间,还有一些差距,诚望使用本书的教师和学生不吝指正。

《读写教程》编写组

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1

Writing to Define

READING

What is Stockholm Syndrome?^①

Kathryn Westcott



^① Source: Adapted from *BBC News Magazine*. 21 August 2013. <http://www.bbc.co.uk/news/magazine-22447726>

Forty years ago, the term Stockholm Syndrome was coined at the end of a six-day bank siege. What is it and why is it cited time and again in hostage situations?

1 Patty Hearst, the Californian newspaper heiress, was kidnapped and held hostage by revolutionary militants in 1974. She appeared to develop sympathy with her **captors** and joined them in a bank robbery. She was eventually caught by **FBI** and received a seven-year prison sentence.^①

2 But Hearst's defense lawyer Bailey claimed that the 19-year-old girl had been brainwashed and was suffering from **Stockholm Syndrome** — a term that had been coined to explain the apparently irrational feelings of some **captives** for their captors.

3 More recently the term was applied in media reports about the Natascha Kampusch case. Kampusch, kidnapped when she was ten years old by Wolfgang Priklopil and held in a basement for eight years, was reported to have cried when she heard her captor had died and subsequently lit a candle for him as he lay in the **mortuary**.

4 While the term is widely known, the incident that led to its coinage remains relatively obscure. Outside Sweden few know the names of bank workers Birgitta Lundblad, Elisabeth Oldgren, Kristin Ehnmark, and Sven Safstrom. It was 23 August 1973 when the four were taken hostage in the **Kreditbanken** by 32-year-old career-criminal Jan-Erik Olsson, who was later joined at the bank by a former prison mate. Six days later when the **stand-off** ended, it became evident that the victims had formed some kind of positive relationship with their captors.

5 Psychiatrist Dr Frank Ochberg was intrigued by the phenomenon and went on to define the syndrome for the FBI and **Scotland Yard** in the 1970s. His criteria included the following: "First people would experience something terrifying that just comes at them **out of the blue**. They are certain they are going to die. Then they experience a type of **infantilization** — where, like a child, they are unable to eat, speak or go to the toilet without permission." Small acts of kindness, such as being given food, prompts a "primitive gratitude for the gift of life," he explains.

6 "The hostages experience a powerful, primitive positive feeling towards their captor. They are in denial that this is the person who put them in that situation. In their mind, they think this is the person who is going to let them live." But Ochberg says that cases of Stockholm syndrome are rare. So, what went on in the Swedish bank that enabled the captives to experience positive feelings towards their captors, despite fearing for their lives?

7 In a 2009 interview with Radio Sweden, Kristin Ehnmark explained: "It's some kind of a context you get into when all your values, the morals you have change in some way." It was Ehnmark that, according to reports, built up the strongest relationship with Olsson. There were even erroneous reports afterwards that the pair had become engaged.

8 In one phone call from the bank's vault to the country's prime minister Olof Palme, Ehnmark begged to be allowed to leave the bank with the kidnappers. One of Olsson's demands had been the delivery of a getaway car in which he planned to escape with the hostages. The authorities had refused. Telling Palme that she was "very disappointed" with him, Ehnmark said: "I think you are sitting there playing **chequers** with our lives. I fully trust the robber. I am not desperate. They haven't done a thing to us. On the contrary, they have been very nice. But you know, Olof, what I'm scared of is that the police will attack and cause us to die."

9 American journalist Daniel Lang interviewed everyone involved in the drama a year later for the *New Yorker*. It paints the most extensive picture of how captors and captives interacted. The hostages spoke of being well treated by Olsson, and at the time it appeared that they believed they owed their

① Patty Hearst was pardoned in January 2001 by President Bill Clinton.

lives to the criminal, he wrote.

10 On one occasion a **claustrophobic** Elisabeth Oldgren was allowed to leave the vault that had become their prison but only with a rope fixed around her neck. She said that at the time she thought it was “very kind” of Olsson to allow her to move around the floor of the bank.

11 Safstrom said he even felt gratitude when Olsson told him he was planning to shoot him, to show the police understood he meant business, but added Olsson would make sure he didn’t kill him and would let him get drunk first. “When he treated us well, we could think of him as an emergency God,” he went on to say.

12 Stockholm syndrome is typically applied to explain the **ambivalent** feelings of the captives, but the feelings of the captors change too. Olsson remarked at the beginning of the siege he could have “easily” killed the hostages but that had changed over the days.

13 “The psychiatrists had left out something: victims might identify with aggressors as the doctors claimed, but things weren’t all one way,” wrote Lang. “Olsson spoke harshly. ‘It was the hostages’ fault,’ he said. ‘They did everything I told them to do. If they hadn’t, I might not be here now. Why didn’t any of them attack me? They made it hard to kill. They made us go on living together day after day, like goats, in that filth. There was nothing to do but get to know each other.’”

14 There are no widely accepted diagnostic criteria to identify the syndrome. But the underlying principles of how it works can be related to different situations, say some psychologists. “A classic example is domestic violence, when someone, typically a woman, has a sense of dependency on her partner and stays with him,” says psychologist Jennifer Wild, a consultant clinical psychologist at the University of Oxford. “She might feel **empathy** rather than anger. Child abuse is another one — when parents emotionally or physically abuse their children, but the child is protective towards them and either doesn’t speak about it or lies about it.”

15 Forty years on and the term is evoked nearly every time an **abductee** is found after many years out of public sight. Some argue that its very nature implies a criticism of the survivor — a weakness perhaps.

16 In a 2010 interview with the *Guardian*, Kampusch rejected the label of Stockholm Syndrome, explaining that it doesn’t take into account the rational choices people make in particular situations. “I find it very natural that you would adapt yourself to identify with your kidnapper,” she says, “especially if you spend a great deal of time with that person. It’s about empathy, communication. Looking for normality within the framework of a crime is not a syndrome. It is a survival strategy.”

Words to Watch

Below are some words in the reading that do not have strong contextual support. They are indicated in the reading in bold type.

captor: kidnapper

FBI: the Federal Bureau of Investigation (美国) 联邦调查局

Stockholm Syndrome: 斯德哥尔摩综合症; 斯德哥尔摩症候群; 人质情结

captive: a person who is being held as a prisoner

mortuary: a place where a dead body is kept

Kreditbanken: 信贷银行, 瑞典最大的银行

stand-off: 对峙

Scotland Yard: 苏格兰场; 伦敦警察厅

out of the blue: (informal) unexpectedly; without warning

infantilization: 幼儿化; 幼龄化; 低智化

chequers: 国际跳棋

claustrophobic: (患) 幽闭恐惧症的

ambivalent: feeling two different things about something at the same time

empathy: the ability to understand how someone feels because you can imagine what it is like to be them

abductee: someone who has been kidnapped

Guardian: 英国《卫报》

Reading Comprehension Questions

Vocabulary in Context

- 1 In the sentence below, the word *hostage* means _____.
 - A. as an abductee
 - B. as a captor
 - C. as a kidnapper
 - D. as a preserver

"Patty Hearst, the Californian newspaper heiress, was kidnapped and held *hostage* by revolutionary militants in 1974." (Paragraph 1)
- 2 In the sentence below, the word *brainwashed* means _____.
 - A. born to acquire a particular set of beliefs by repeating many times
 - B. forced to accept a particular set of beliefs by repeating many times
 - C. taught to learn a particular set of beliefs by repeating many times
 - D. trained to receive a particular set of beliefs by repeating many times

"But Hearst's defense lawyer Bailey claimed that the 19-year-old girl had been *brainwashed* and was suffering from Stockholm syndrome." (Paragraph 2)
- 3 In the sentence below, the word *coinage* means _____.
 - A. the use of a word or phrase for the first time
 - B. the use of a word or phrase for the second time
 - C. the use of a word or phrase for the third time
 - D. the frequent use of a word or phrase

"While the term is widely known, the incident that led to its *coinage* remains relatively obscure." (Paragraph 4)
- 4 In the excerpt below, the phrase *meant business* means _____.
 - A. was careful
 - B. was fierce
 - C. was practical
 - D. was serious

"Safstrom said he even felt gratitude when Olsson told him he was planning to shoot him, to show the police understood he *meant business*, ..." (Paragraph 11)
- 5 In the sentence below, the word *easily* means _____.
 - A. without caution
 - B. without hesitation
 - C. without sympathy
 - D. without tension